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ABSTRACT

A sample of 1,536 persons in Ohio who are eligible for Adult Basic Education (no longer in school, sixteen years of age or over, and with less than twelve years of school) were interviewed by telephone to determine the awareness of Adult Basic Education (ABE) among eligible Ohioans, the characteristics of eligible Ohioans, and requirements and conditions for attending ABE. The conclusions include the following: (1) persons eligible for ABE and those interested in the program had contrasting characteristics, (2) while ABE had a 59.6% recognition factor, it was not especially known to the person who seemed most inclined to enroll, (3) while popular wisdom says word-of-mouth recruitment is the best, secondary and less personal sources of information accounted for over half of eligible persons' awareness of ABE, (4) the predominant reason given for being disinterested in ABE was being too old to learn, (5) approximately 25% of the respondents evidenced serious interest in ABE which is approximately 662,500 persons or about sixteen times the number presently enrolled, (6) regarding the requirements and conditions for attending ABE, location of the classes and time/distance factors seemed critical to approximately half the interested respondents, and (7) occupational and economic objectives offer less incentive to participation in ABE than purposes of personal satisfaction. (Twelve tables of data are attached.) (EM)

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OHIO CITIZENS ELIGIBLE FOR ADULT BASIC EDUCATION

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Ohio Citizens Eligible for Adult Basic Education

PURPOSE

A report of the Comptroller General of the United States to the Congress on the progress of Adult Basic Education (ABE) in reducing illiteracy identifies lack of available information on the target population as the chief obstacle to assessing program effectiveness (Comptroller General, 1975). Using census data, the National Advisory Council on Adult Education identified the program's target group as the 57 million adults, 16 years of age or older and not enrolled in school who have not completed their secondary education, of which 15 million adults have less than 8 years of school. In addition, 1 million students are expected to drop out of school each year before completing high school; Office of Education (OE) experts expect this to continue through 1982.

Resources for operation of ABE programs are scarce and almost always inadequate to the task. Decisions on allocation of those resources and efforts to obtain additional ones need to be based on realistic assessments of the size and characteristics of the potential target population whose awareness of and interest in ABE is real. The purpose of this study is to provide these data for ABE administrators in Ohio. While census data are available for the number of adult citizens with less than twelve years of education these data are not sufficiently precise for use in ABE programmatic and budgetary decisions at either the state or local levels. Any person no longer in school who is 16 years of age or over with less than 12 years of school is eligible for ABE. The study sought specifically to determine:

1. Awareness of ABE Among Eligible Ohioans

   Awareness included source of information about ABE, intent to enroll, and general interest in further education.

2. Characteristics of Eligible Ohioans

Included were: age, sex, race, years of formal schooling, employment, dependents, marital status, area of residence, income, home ownership, voting behavior, union membership, and geographic mobility.

3. Requirements and Conditions for Attending ABE

Factors related to enrollment included: transportation, babysitting, time of classes, location of classes, and reasons for attending.

4. Changes Since 1974 in Areas of Life Related to ABE Objectives

In addition to providing information on the extent of need for ABE in Ohio the respondents also served as a control group for a separate study on the benefits derived by persons actually enrolled in ABE in 1973-1974. Respondents were asked to estimate how their lives had changed since 1974 in such areas as: occupational status, promotions, job security, income, reading skills, communication skills, participation in school activities for parents, assisting children with homework, registering to vote and voting, use of government services, and involvement in community activities.

METHODOLOGY

The study was a statewide telephone survey of respondents who were over 16 years of age, but who had not completed high school. The survey served as a primary data source in the study. Secondary data sources, ABE Annual Performance reports of the Ohio Department of Education to the U.S. Department of Health, Education and Welfare, and U.S. Department of Commerce 1970 Census Data, were also included for analysis. Sections below recount how the study was designed, how the data were gathered and assumptions used in the subsequent analysis.

Sample Design

Sample Size

The desired number of completed interviews intended for the analysis was initially fixed at 1,500. This size sample was sufficiently large to permit inferences about population parameters which would be accurate within plus or minus 2 or 3 percent at a 95 percent confidence level.[1]

The sample of 1,500 completed interviews was used to calculate the estimated number of telephone numbers which would be likely to insure the desired number of completed interviews. A 10 to 1 completion rate was estimated to provide the required number of completed interviews.

Sampling Procedure

The sample design was intended to yield a probability sample which was respresentative of Ohioans who were at least 16 years of age and who had dropped out of school. The sample design was a "multistage random sample" (Weiss, 1968; Kish, 1965; Garson, 1977). The state of Ohio was initially stratified into its 88 counties. Next, Ohio was stratified into standard metropolitan areas (SMSA) using United States Department of Commerce, Bureau of Census 1970 census data. The counties and SMSA's were then grouped into 11 "sampling areas." Figure 1 represents the rough geographical boundaries of the sampling areas. With the exception of one area (area 8) each area was drawn so that it included at least one SMSA with surrounding non-SMSA areas. Once the sampling areas were identified, the estimated number of residents over 16 years of age in each area, the percentage of residents each area contributed to the state population and the percentage each SMSA and non-SMSA contributed to the areas as a whole were calculated. Having established appropriate percentage breakdown for each sampling area, it was

possible to calculate the number of completed interviews each sampling area would have to contribute in order to yield a sample of 1,500.

By dividing the State of Ohio into 11 sampling areas each with an SMSA and non-SMSA stratum, it was hypothesized that a representative stratified random sample would result.

Having identified appropriate SMSA and non-SMSA areas within each sampling area, the final stage in drawing the sample began by obtaining all telephone books for the State of Ohio. Each telephone book was taken separately for calculation purposes. The number of pages containing residence telephone numbers, the number of columns on each page and the number of telephone numbers required in the sample were computed using a random number selection process computer program.[3] Once these data were obtained, coders began going through each telephone book by looking on a designated page, in a designated column location and selecting every nth telephone number until the required number was reached. Non-residential numbers were not selected into the sample. It is important to note that only residences were sampled, not specific individuals.

Telephone books worked well in selecting telephone numbers into the sample for every city and rural area except for three small towns: Willard, Hamler and Lyons. Together these towns were to contribute 20 completed interviews to the sample. As an alternative, "random digit dialing" was attempted. Interviewers were able to locate the area code and exchange (first three numbers in a telephone number) number for each town. Next, a table of random numbers was produced. Interviewers then dialed the area code and exchange and a four digit random number from the table. In so doing, telephone numbers could have been disconnected, businesses, government agencies and so on. The technique worked well in all three cases. Reponse rates were equivalent to those where "known" telephone numbers were being dialed.

Completed Sample

Interviews with 1536 respondents were completed between May 24 and July 5, 1977. Only "completed interview questionnaires" were included in the data set. The average completion time per interview was 13 minutes. Some 19,911 telephone numbers were called at least once. More than 90,000 calls were made. The completion rate (number of telephone numbers called divided by the number of completed interviews) was 13/1.

The respondents eligible for ABE were in almost every way identical to the students who actually enroll except that they have not participated in ABE. The sample of persons eligible therefore, afforded the opportunity for a comparison of responses given by former ABE students. This provided a "control" group which would serve to validate the impact of ABE on former students. If the eligible group answered identically to the "follow-up" group on equivalent questions, then ABE would have no impact. If they responded differently, then some impact could be identified, either positive or negative. Results of this comparison are contained in a subsequent report.[5]

Respondent Suitability for ABE

At the conclusion of the survey, interviewers were asked to rate the "general intellectual skills" of the respondent and whether or not he would recommend the respondent for ABE. The rationale for this was to provide just one more measure of the likelihood of a respondent actually using an ABE program. This was somewhat important in that all those interviewed were eligible for ABE, but some realistically either do not require ABE or would not benefit from attending ABE programs.

FINDINGS

Identifying the Eligible Student Population

Eligibility for Adult Basic Education programs is based upon age and educational attainment. Persons are eligible if they have attained the age of 16 years or older, but have not finished high school.

Although legal eligibility encompasses many individuals of varying races, ages and sexes, only a small percentage of them actually attend. A major question, then, is how does the demographic composition of current ABE students compare with the demographic composition of those residents of Ohio who are legally eligible to attend ABE?

In order to answer this question, data from the 1970 census, two final Ohio ABE attendance reports (1973-4 and 1975-6), and respondents in this study were compared.

The data in Table 1 show the trend in ABE enrollments from 1973 to 1976: young, white males and females show increased enrollments, while older, white males and females show slightly decreased enrollments. With the exception of a slight increase inenrollments for 16-24 year old black males, all other groups show stable or decreased enrollments.

When these enrollment tendencies are compared with 1970 census data, some important patterns occur. First, 16-24 year old white males and females make up a sizable proportion of the population having less than a high school diploma (13.7% and 13.3%, respectively). This suggests that increases in enrollment patterns for this group are appropriate, but that there are a substantial number of individuals yet to be reached by the ABE program. Unfortunately, this group is perhaps one of the most difficult to locate as illustrated by the low

proportion of respondents from this group in this "Eligible Ohioans Survey" (only 2.0% and 3.1%, respectively).

As might be expected, older, white males and females are under-enrolled in ABE programs. Whites 45 years old and above, make up 51.2% of the population in Ohio with less than a high school diploma and 53.4% of the sample in this survey whereas they comprised only 6.7% of the ABE enrollment in 1975-1976. A major question, then, becomes (1) would this group benefit form ABE programs? and (2) would individuals in this group participate even if they might benefit? The latter question will be answered on the basis of respondents' expression of intent to enroll. Interestingly, if the ABE program emphasizes enrollment from this group, this survey suggests that females would be easier to locate in the population than males.

A second pattern emerges from the comparison data. Young black and spanish-surnamed males and females, especially between 16-24 years of age, are greatly over-represented in ABE programs compared to their numbers in the population. This suggests that ABE is successful in its efforts to reach minorities and provide them with basic educational skills. Perhaps even more successful than might be expected considering the difficulty of locating these potential students as suggested by their representation in this survey. A major goal of the ABE program might be to attempt to increase minority group participation, but the population from which to post dramatic increases is simply non-existant in great proportions in Ohio. Therefore, a more realistic goal would be to maintain present levels of minority enrollments as much as possible.

Older black males and females constitute a relatively small proportion of the total population, but a relatively large proportion of the black population.

Yet the same questions would be true for this group as was true for their white counterparts: (1) would they benefit from ABE, and (2) would they participate even if they might benefit? Their representation in the sample suggests if they would participate, they would be relatively easier to locate than was the case with younger, black males and females.

Older spanish-surnamed males and females constitute such a small proportion of the population that it is both difficult to locate them and difficult to access their needs. ABE programs seem to represent them as well as might be expected; but to adequately access their needs, and exclusive study of spanish-surnamed respondents would be required.

Awareness of an Interest in ABE

Respondents were asked if they had ever heard of ABE, the source of their information, what they had heard, whether they had spoken to others about it, and if so, with whom? As indicated in Table 2, 59.6 percent of the sample had heard of the program. Their sources of information varied, but 50.9 percent of their information sources were impersonal or secondary. Newspapers (24.2%), TV and radio (22.5%), and magazines, books, and brochures (4.2%) were most often mentioned first. Primary word-of-mouth sources such as relatives, friends, neighbors, children, fellow workers, and other people were listed 22.9 percent of the time as information sources. Agenices such as the Welfare Department, Churches, Bureau of Vocational Rehabilitation, Head Start, local schools and local ABE programs were mentioned only 7.9 percent of the time as responsible for their information.

When asked what sorts of things they had heard about adult basic education 25.2 percent of the respondents said it was a way to get the GED (General

Educational Development exam), 14.4 percent heard generally good things about the program, 14 percent heard it was an opportunity for older people to go back to school. Other less frequent information heard included: simply that ABE exists; it is free; provides education on all levels; a way to learn the basics; it helps drop-outs get better jobs.

Of the nearly 60 percent of respondents who had heard of ABE 17.3 percent said they had spoken to others about it, and this was almost exclusively with friends and relatives, and 20.9 percent said they had considered enrolling in ABE. Of those who had considered enrolling 26.1 percent were planning to do so in the near future. The 73.9 percent who had considered it but decided not to do so in the near future explained their decision as follows:

- too old	31.9%
- too busy; no time; work prevents it	13.7%
- not interested; not necessary	13.2%
- poor health	9.8%
- family responsibilities	9.5%
- other	21.9%

All respondents were asked if they were interested in obtaining more formal education. Only 19.8 percent responded affirmatively. The types of education in which they indicated the greatest interest were: vocational/technical training (30.0%), general basic education (29.2%), and finishing high school (27.7%). Twenty-five percent of all respondents indicated they would be interested in attending ABE classes if such were available.

Awareness of and interest in ABE were examined for strength of association with demographic characteristics of respondents. These crosstabulations are in Table 3.

Having heard about ABE was associated with persons who were homeowners with school age children. Those who had actually spoken to others about the program tended to be younger persons with school age children who had moved in the past five years and had no promotions since 1974.

Certain variables were associated with having considered enrolling in ABE. Those who had considered doing so were younger, employed, without children, non-white, had not voted in 1972 or 1976, had moved in the past five years, and did not own their own homes. Actually planning to enroll in the near future was associated with younger urban non-whites without children who finished more grades in school, whose job security had improved since 1974, were registered to vote, had moved in the past five years, and did not own their home.

Interest in more formal education was moderately to strongly associated with younger employed non-whites with recent promotions and more job security who finished more grades in school, who did not vote in 1972 and 1976, had moved in the past five years, and were not homeowners.

Interest in attending ABE classes if such were available, expressed by 25.1 percent of all respondents, was associated with younger employed non-whites who finished more grades in school, had not voted in 1972 and 1976, had moved in the past five years, and were not homeowners.

In sum, having given ABE some serious consideration seems to be characteristic of younger non-whites who were employed, had completed more grades in school, were not homeowners, and had moved at least once in the past five years. Conversely, persons not interested definitely tended to

be older white homeowners who finished fewer grades in school and had not moved in the past five years.

Respondents rated higher by the interviewer in general intellectual skills, and for whom the interviewer would recommend ABE tended to have spoken to others about the program, and considered enrolling, or actually planned to do so in the near future. Predictably, such persons also expressed interest in more formal education and were among the 25.1 percent who expressed interest in attending ABE classes if such were available.

Requirements and Conditions for Attending ABE

Because enrollment and attendance in voluntary learning activities is contingent upon several extraneous factors the 25.1 percent of respondents who indicated they would attend ABE classes if such were available were asked what conditions would facilitate their attendance.

Proximity of the classes to home was a major concern. Forty-eight percent said classes would have to be close to their homes, within a few miles (1-3) or a few minutes (1-30), for them to attend. Twenty-six percent were willing to travel further (4-10 miles) or longer (31-60 minutes) to attend; 23.0 percent said distance and time were not important; 3.0 percent preferred to have classes near public transportation or in a local high school or college.

Concerning the need for a babysitter or day care services, 23.6 percent of those who indicated they would attend classes would need to hire a babysitter and 25.2 percent would use a day care center if such were available. Concerning the need for transportation 35.0 percent said

they would use public transportation to attend classes. The rest would be able to drive their own car, ride with another, or walk.

Preferences for the best time of day or night for interested respondents to attend were predictably, varied. Evening and night hours combined were best for 41.6 percent. Morning and daytime hours, however, were almost equally preferred (41.0%). Afternoon hours were the least popular.

Requirements and conditions for participation in ABE given by the 25.1 percent of respondents who indicated they would attend ABE classes if such were available were examined for strength of association with respondents' demographic characteristics. These crosstabulations are in Table 4.

Respondents needing to hire a babysitter in order to attend ABE tended to be younger, unemployed, white females with school age children. They also completed higher grades in school, did not vote in either 1972 or 1976, had moved in the past five years, and would be recommended for ABE classes by the interviewer. If employed, they had some job security and did not belong to a labor union.

Respondents who would use a day care center if available in order to attend ABE tended to be younger, unemployed females with school age children who completed higher grades in school. They did not vote in either 1972 or 1976, were not homeowners, and would be recommended for ABE classes by the interviewer. Those employed tended to have more job security and to have been promoted since 1974.

The need to use public transportation to attend ABE was characteristic of non-white unemployed females without children, who were not homeowners, nor members of a labor union, but had some job security and were registered to vote. Such respondents tended not to be rated highly on general intellectual

skills and not to be recommended for ABE by the interviewer.

The ability to drive one's own car to attend ABE classes, on the other hand, was strongly associated with employed males with children, who had completed more grades in school, had been promoted since 1974, were members of a labor union, had not moved in the past five years, were not homeowners, and lived in urban areas. Respondents able to drive their own car to attend ABE also tended to be rated highly on general intellectual skills and to be recommended for ABE by the interviewer.

The 25.1 percent of respondents who indicated interest in attending ABE classes if such were available expressed the following motivation:

- to finish high school/complete education	36.9%
- to get more education and better myself	30.5%
- for basic education: reading, math, writing	14.0%
- to get better job	8.2%
- vocational/technical reading and writing	5.4%
- other	5.0%

Those 74.9 percent of the respondents who said they would not be interested in ABE classes if such were available gave many of the same reasons for their decisions as the 73.9% who had considered enrolling but did not plan to do so in the near future. Their reasons were:

- too old or retired	44.7%
- not interested; not necessary	17.1%
- too busy; no time; work prevents it	13.6%
- poor health	11.4%
- family responsibilities interfere	6.2%

The remaining 7.0 percent gave a variety of other reasons such as: spouse does not approve, cannot afford it, no transportation, already know enough, and only interested in recreation/leisure courses. Only 0.5 percent said they did not like school or never did well in school.

Demographic Characterisitcs of Respondents

Demographic characteristics of Ohioans with less than a high school diploma are reported in Table 5. Such persons more often than not tended to be white females, fifty-five years of age and above, married, lived in a city or suburb, had completed nine or more years of schooling, and had not moved in the past five years or more.

Over three-fourths of the respondents were not employed, due, in part at least, to the large proportion of females in the sample. Most were also not members of a labor union. They also tended to be geographically stable. Over two-thirds were homeowners, of whom, 48.8 percent owned their present home for twenty years or more, 23.4 percent for over ten years, and 27.8 for less than ten years.

Occupational status of the 22.9 percent of respondents who reported either full or part-time employment is in Table 6. Unskilled labor included jobs such as babysitter, domestic, janitor, waitress, farm hand, gas station attendant, and construction manual laborer. Blue collar skilled labor included machine operator, mechanic, printer, welder, truck driver, cook, and nurses aide. White collar jobs included store manager, salesperson, cashier, and clerical work. The miscellaneous category included various types of part-time work such as baseball umpire, baker, seamstress, security guard, foster parent, library aide and others. Principle sources of financial support for the unemployed were social security and spouse.

Means for family income in 1974 and 1976 reported in Table 7 were for only 49.1 percent and 50.7 percent of the respondents respectively. The percentage of persons in each income category did not vary considerably from 1974 to 1976. If 1976 income were adjusted to read dollars after inflation, respondents' relative finanacial positions would be worsened.

Respondents tended to vote in national elections, 63.6 percent in 1972 and 59.4 percent in 1976. Eighty-two percent of non-voters in 1976 were not registered.

Changes Since 1974 in Areas of Life Related to ABE

Since the sample of respondents eligible for ABE was almost identical to persons who had actually enrolled, it also served as a "control" group to validate the impact of ABE on former students assessed in an earlier study.[4] Data reported below, however, are concerned only with changes occurring in the lives of persons eligible for ABE since 1974. Comparisons between them and former ABE students may be found in a separate report.[5]

Reading Habits

Respondents were asked about their use of the library, their reading habits, and purchases of reading materials since 1974. As a means of validating their responses, respondents were asked to name the last two or three books they checked out of the library and to name the magazines, books, or newspapers they purchased and read most often.

As indicated in Table 8 over 55 percent of the respondents used the library, read, and purchased reading materials in 1977 at about the same rate as in 1974. Almost 81 percent of the respondents, however, did not or would not name the book(s) they last checked out of the library.

Analysis of the crosstabulations in Table 9 indicated few strong associations between reading habits and any of the independent variables. Using the library was associated with having less job security. Purchasing books, magazines, and newspapers was associated with those who were younger and with those who were PTA members.

Reading Skills

Respondents were asked to evaluate their reading skills in general and in relation to their jobs, and to indicate how much of what they read is understood and remembered. As indicated in Table 10, respondents generally assessed their reading skills to be adequate or better. At least 50 percent indicated they recall and understand most of what they read.

Analysis of the crosstabulations in Table 9 indicated poor reading skills were associated with males, non-whites, and those who finished fewer grades in school. Not understanding what is read was associated with non-whites, with not being members of school/parent organizations such as PTA, and with having finished fewer grades in school. Not recalling much of what is read was characteristics of those who were older, were unemployed or if employed, had no promotions since 1974, non-whites, non-members of parent/school organizations, and had finished fewer grades in school. Rating one's reading skills as not good enough was characteristic of respondents who had children, non-whites, and those who had finished fewer grades in school.

Social Interaction

Respondents were asked about their use of governmental services and involvement in community activities since 1974, and which specific services and activities. They were also asked if their self confidence changed, and whether they could communicate better with people since 1974. These data are in Table 11. A substantial majority indicated no change since 1974 in either category.

Assessments of use of governmental services and involvement in community activities are in Table 8. Again, a majority of persons indicated no change

since 1974 in either category.

Analysis of crosstabulations in Table 9 indicated less use of governmental services was associated with better job security and promotions since 1974, and with being a member of parent/school organizations such as PTA. Less involvement in community activities was associated with older persons, non-PTA members and those who did not vote in 1976 but were registered. Those who had not continued friendships made in 1974 tended to be without children, were not PTA members, and were non-white. Diminished self-confidence since 1974 was associated with older and unemployed respondents, or those whose job security had decreased. Diminished ability to communicate with people since 1974 was associated with older older and unemployed respondents, or those whose job security had decreased. Diminished ability to communicate with people since 1974 was associated with older and unemployed respondents, with those whose job security had decreased, with non-PTA members and those who finished fewer grades in school.

Of the 22.9 percent respondents employed full or part-time, 24.7 percent had been promoted since 1974 and 50.6 percent felt their job security had improved.

Analysis of the crosstabulations in Table 9 indicated less job security was strongly associated with persons who were older, had no promotions since 1974, were homeowners, and had not moved in the past five years. Less job security was moderately associated with persons who were divorced or separated and with those who finished fewer grades in school.

Parent/School Interactions

As indicated in Table 12 only 21.8 percent of the respondents had school-age children. Of these, 42 percent were members of a parent-school organization such as the PTA. Those who reported not helping their children more with school work since 1974 outnumbered those who did help more by 7 percent.

Analysis of the crosstabulations in Table 9 indicated respondents who belonged to parent/school organizations tended to be female, to have finished more grades in school, voted in 1972 and 1976, and lived in the city. Parents who were better able to help their children with homework, since 1974, tended to be females who were not single parents. Parents who spent greater numbers of hours helping their children with homework tended to be younger, female, members of a parent/school organization, but not union members. Parents able to interact more effectively with teachers since 1974 tended to have moved in the past five years and to be members of a parent/school organization.

Data presented above consisted of respondents' assessments of their behaviors and skills which correspond with objectives of ABE. In addition to this self-assessment, the interviewers also rated respondents on their general intellectual skills and need for ABE.

From the crosstabulations in Table 9 it can be seen that respondents rated higher by the interviewer in general intellectual skills, predictably bought and read books, magazines and newspapers, rated their reading skills higher, and understand and recall what they read. Such persons also used government services less but were involved in community activities more and

were able to interact effectively with teachers. Those for whom the interviewer would recommend ABE tended to not purchase reading materials nor understand or recall what is read. Such persons also rated their reading skills as not good enough for their jobs and tended to have less self confidence and less ability to communicate with people.

CONCLUSIONS

1. The survey revealed an interesting contrast between persons eligible for ABE and those interested in the program. The former, more often than not, tended to be white, female, fifty-five years old and above, married, without school age children, unemployed, who lived in an urban area, had completed nine or more years of school, were homeowners, had not moved in the past five years and probably closer to twenty years. Whereas, persons who said they were interested and would attend ABE if it were available tended to be younger, non-white, employed, had also finished at least 9 years of school and probably more, were not homeowners, and were more mobile, having moved at least once in the past five years. The contrast in these characteristics has obvious implications for promotion and recruitment. A younger, employed, and mobile eligible population has to be recruited differently than one which is older, unemployed, and geographically stable.

2. While ABE had a 59.6 percent recognition factor, it was not especially known to the person who seemed most inclined to enroll. Also, while popular wisdom says word-of-mouth recruitment is the best, secondary and less personal sources of information accounted for over half of eligible persons' awareness of ABE. The characteristics of interested respondents

lends support to continued use of these secondary promotion and recruitment channels while increasing recruitment efforts through employers and public agencies.

3. Reasons given by the nearly 75 percent who were not interested in ABE are instructive. The predominant reason was age. Forty-four point seven percent were convinced they are too old to learn which indicates this myth is well abroad in the land and very firmly entrenched. Only a promotional effort specifically developed to combat this stereotype is likely to change anyone's mind. Interestingly, only 0.5 percent of uninterested respondents said they did poorly in school or did not like school. It would seem then that recruitment messages need not be concerned with overcoming prior disenchantment or negative experiences with school.

4. Approximately 25 percent of the respondents evidenced serious interest in ABE. Based upon U.S. Office of Education estimates of 2,650,000 adults in Ohio without a high school diploma, of whom 670,000 have less than an eighth grade education, those seriously interested in ABE would number approximately 662,500 or about 16 times the number presently enrolled. Funding levels would have to be significantly increased to accommodate them.

5. It would be well for program administrators to recognize and take account of requirements and conditions necessary for attendance given by interested respondents. Location of the classes and time/distance factors seemed critical to approximately half the interested respondents. Thirty-five percent would have to rely on public transportation to attend class. About one-fourth of interested persons need to secure child care in order to attend. In a study of ABE impact on former participants in Ohio, the authors

found over 75 percent had school-age children. While only 21.8 percent of eligible respondents had school age children, one-fourth of those seriously interested in ABE need to secure child care. Hence, it might be inferred that having school age or soon-to-be school age children provides a strong incentive to participate in ABE. These same parents tended to rate their reading skills lower, finished fewer grades in school, and hence present a real challenge to ABE teachers.

6. Since over 60 percent of respondents reached at least the ninth grade it is not surprising that almost 37 percent of those seriously interested in ABE want to complete their high school education. While it is difficult to assign precise motivation for interest in ABE it is interesting to note only 13.6 percent are motivated by desire for a better job or to prepare themselves for vocational training. Contrast that with 30.5 percent who said they simply want to better themselves. This indicates occupational and economic objectives as intended by the legislation offer less incentive to participation than purposes of personal satisfaction. Perhaps ABE legislation needs to more evenly emphasize this broad spectrum of objectives held by potential clients.

7. ABE programs in Ohio have been very successful in recruiting young male and female minorities especially in the 16-34 age categories. The study did not permit assessment of retention rates once such persons enroll. Since persons interested in ABE tended to be in these age and race categories it might be assumed that recent high school drop-outs insure a continuous supply of eligible and interested clients for adult basic education.

Figure 1

SMSA's, Counties and Selected Cities
Organized by Sampling Area

•Places of 100,000 or more inhabitants
•Places of 50,000 to 100,000 inhabitants
▫Central cities of SMSA's with fewer than 50,000 inhabitants

Table 1

PERSONS WITHOUT A HIGH SCHOOL DIPLOMA BY RACE, SEX AND AGE
FOR THE 1970 CENSUS, "ELIGIBLE OHIOANS SURVEY",
AND 1973-74, 1975-76 OHIO ABE FINAL REPORTS.

Sex/Age		1970 Census (N=3,843,106)	Eligible Ohioans (N=540)	ABE 1973-74 (N=27,429)	ABE 1975-76 (N=39,483)
		Whites			
Males	16-24*	13.7%	2.0%	7.5%	9.2%
	25-34	4.1	1.6	4.9	6.3
	35-44	5.5	1.4	3.0	3.2
	45-54	6.3	2.5	1.9	1.6
	55-64	6.2	4.4	0.6	0.5
	65 plus	16.1	4.6	0.3	0.2
Females	16-24	13.3	3.1	8.6	11.4
	25-34	4.1	4.9	7.6	9.6
	35-44	5.0	6.3	5.0	5.5
	45-54	6.0	10.9	3.0	2.9
	55-64	6.4	13.2	1.1	1.1
	65 plus	10.2	17.8	0.6	0.4
		Blacks			
Males	16-24	1.7	0.3	8.0	8.3
	25-34	0.6	0.3	4.2	3.7
	35-44	1.0	0.5	1.9	1.9
	45-54	0.9	0.3	1.4	0.8
	55-64	0.7	0.8	0.5	0.4
	65 plus	0.7	1.0	0.4	0.3
Females	16-24	1.8	0.8	13.5	11.2
	25-34	0.5	0.8	9.3	6.0
	35-44	0.8	0.8	4.2	3.3
	45-54	0.7	2.3	3.1	2.1
	55-64	0.8	2.3	1.7	0.8
	65 plus	0.9	2.7	1.3	0.9
		Spanish			
Males	16-24	0.2	0.1	1.1	0.9
	25-34	0.1	0.0	0.8	0.6
	35-44	0.1	0.0	0.4	0.2
	45-54	0.1	0.1	0.2	0.2
	55-64	0.0	0.0	0.2	0.0
	65 plus	0.0	0.3	0.2	0.0
Females	16-24	0.2	0.1	1.0	0.6
	25-34	0.1	0.2	1.0	0.6
	35-44	0.1	0.0	0.6	0.4
	45-54	0.1	0.0	0.3	0.2
	55-64	0.0	0.1	0.1	0.1
	65 plus	0.1	0.3	0.0	0.0
Total		100.0	100.0	100.0	100.0

* Persons in this age bracket may still be in school. They account for 30.9% of the total or approximately 1,190,000 persons.

Table 2

AWARENESS OF AND INTEREST IN
ADULT BASIC EDUCATION

	HEARD ABOUT ABE	HAVE SPOKEN TO OTHERS ABOUT IT	CONSIDERED ENROLLING	PLAN TO ENROLL IN FUTURE	INTERESTED IN MORE EDUCATION	INTERESTED IN ABE IF AVAILABLE
YES	59.6%	17.3%	20.9%	26.1%	19.8%	25.1%
	(903)	(144)	(173)	(43)	(286)	(293)
NO	40.4%	82.7%	79.1%	73.9%	80.2%	74.9%
	(612)	(690)	(654)	(122)	(1,162)	(873)
TOTAL N	1515	834	827	165	1,448	1,166

Table 3

Crosstabulations Between Awareness of and Interest in ABE and Selected Independent Variables

Awareness and Interest	Highest Grade	Age	Employed	Promoted Since 1974	Job Security	Children In School	P.T.A. Member	Marital Status	Labor Union Member	Race	Voted 1972	Voted 1976	Registered To Vote	Moved Last Five Years	Own Home	Residence	Sex	Intellectual Skills	Recommen For ABE
Heard of ABE	-.12*	.01	.09	.03	.00	.24	.11	-.05	.08	-.09	.07	.12	.09	.00	.20	-.01	-.16	.14	.09
Spoken to others about ABE	-.08	.23	.08	-.46	-.06	.27	.14	-.03	-.00	-.03	.06	.14	-.12	-.23	.02	-.02	-.02	-.02	.27
Considered enrolling in ABE	-.18	.48	.28	.06	.14	.22	.09	-.01	.12	-.23	-.27	-.31	-.05	-.29	-.19	-.06	-.07	.28	.73
Plan to enroll	-.29	.49	.02	.18	.53	.32	.08	-.10	-.08	-.19	.01	.15	.37	-.37	-.22	-.19	-.08	.42	.81
Interested in more education	-.27	.64	.28	.21	.19	-.08	.13	.15	.10	-.39	-.34	-.33	-.10	-.32	-.28	-.11	.13	.33	.88
Would attend ABE if available	-.19	.60	.27	.06	.18	.01	.14	.09	.09	-.42	-.28	-.26	.00	-.33	-.30	-.08	.01	.38	.92

* Coefficients are Gammas

Table 4

Crosstabulations Between Requirements and Conditions for Participation in ABE and Selected Independent Variables

Awareness and Interest	Highest Grade	Age	Employed	Promoted Since 1974	Job Security	Children In School	P.T.A. Member	Marital Status	Labor Union Member	Race	Voted 1972	Voted 1976	Registered To Vote	Moved Last Five Years	Own Home	Residence	Sex	Intellectual Skills	Recommend For ABE
Need to hire a babysitter	-.24*	.63	-.22	-.01	.44	.89	.05	-.08	-.23	.31	-.52	-.27	-.04	-.50	-.07	.03	-.54	.01	.63
Would use day care center	-.30	.64	-.19	.30	.84	.86	-.01	-.07	-.14	.06	-.50	-.24	.04	-.52	-.18	-.05	-.42	-.03	.42
Would use public transportation	.12	-.04	-.37	-.05	.39	-.21	.18	-.06	-.30	-.63	.04	.07	.22	-.15	-.39	.18	-.18	-.31	-.26
Able to drive own car	-.21	.17	.29	.38	.00	.31	.00	.05	.58	.06	-.00	-.12	-.11	.35	-.32	.24	.38	.41	.41

* Coefficients are Gammas

Table 5

PERSONS ELIGIBLE FOR ABE BY RACE, SEX, AGE, RESIDENCE, MARITAL STATUS, HIGHEST GRADE ATTAINED IN SCHOOL AND MOBILITY

N=1536

Category		Category	
Race		**Marital Status**	
White	84.1%	Single	7.7%
Black	14.4	Married	62.5
Asian	0.3	Widowed	22.3
Other	1.2	Divorced	5.4
Age		**Highest Grade**	
16-24	7.2	0-4	3.6
25-34	9.1	5-8	35.8
35-44	10.2	9-11	60.6
45-54	18.8	**Times Moved in Past Five Years**	
55-64	23.7	None	73.2
65 +	31.0	Once	16.6
Sex		Twice	4.8
Male	23.6	Three	2.4
Female	76.4	Four	1.3
Residence		Five	0.9
Country	17.5	Over Five	0.7
City	52.1		
Suburbs	30.4		

Table 6

PERSONS ELIGIBLE FOR ABE BY OCCUPATIONAL STATUS AND MEANS OF FINANCIAL SUPPORT

N = 1504

OCCUPATIONAL STATUS OF EMPLOYED		MEANS OF FINANCIAL SUPPORT OF UNEMPLOYED	
Unskilled Labor	21.4%	Social Security	50.1%
Blue Collar Skilled	34.3	Spouse	35.1
White Collar	12.8	Bonds, Investments, Savings, Insurance, Pension, Trust Fund	7.1
Miscellaneous or Odd Jobs	31.5	Unemployment, Workmen's Compensation	0.9
		Alimony, Child Support	0.3
		Welfare, ADC	2.1
		Relatives, Parents	2.1
		Other	2.3

Table 7

1974 AND 1976 FAMILY
INCOME FOR PERSONS
ELIGIBLE FOR ABE

Categories	1974	1976
$ 0-$4,999	12.0% (143)	12.7% (159)
$ 5,000-$9,999	14.0% (167)	13.9% (174)
$ 10,000-$14,999	13.9% (167)	12.2% (153)
$ 15,000-$19,999	9.7% (115)	10.8% (134)
$ 20,000-$24,999	4.3% (51)	4.8% (60)
$ 25,000-$29,999	1.0% (12)	2.0% (25)
$ 30,000 +	1.0% (12)	0.7% (8)
Social security, welfare,* ADC, pension, disability, unemployment	44.4% (450)	42.6% (526)
Refused	6.5% (81)	6.7% (80)
Total N	1198	1243
$\bar{X}$	$11,939	$11,116

*Income not provided and therefore not computed in the mean.

Table 8

CHANGE IN READING AND SOCIAL INTERACTION BEHAVIORS SINCE 1974 BY PERSONS ELIGIBLE FOR ABE

	Use Library	Read Books, Magazines, Newspapers	Purchase Items to Read	Use of Governmental Services	Involvement in Community Activities
More	33.2% (77)	32.6% (449)	21.7% (254)	21.0% (149)	16.9% (108)
About the Same	55.2% (128)	57.4% (791)	66.2% (774)	70.8% (503)	64.8% (415)
Less	11.6% (27)	9.9% (137)	12.1% (142)	8.2% (58)	18.3% (117)
TOTAL N =	232	1377	1170	710	640

Table 9

Crosstabulations Between Behaviors and Skills Relative to ABE Programs and Selected Independent Variables

Behaviors and Skills Relative to ABE	Highest Grade	Age	Employed	Promoted Since 1974	Job Security	Children in School	P.T.A. Member	Marital Status	Labor Union Member	Race	Voted 1972	Voted 1976	Registered to Vote	Moved Last Five Years	Own Home	Residence	Sex	Intellectual Skills	Recommend for ABE
Use Library	.08*	-.04	-.04	.07	-.38	.11	-.04	-.07	.01	.15	.16	.06	-.03	.10	.01	.01	.01	.16	.02
Read Magazines, Books, Newspapers	-.16	.13	.05	.01	.16	-.04	.13	.13	.11	.06	-.01	-.01	-.01	-.06	-.07	-.01	-.03	.12	.23
Buy Reading Material	-.18	.20	.13	.02	.13	.02	.21	.06	.01	.12	-.03	-.05	.08	-.10	-.12	-.04	.02	.18	.30
Reading Skills	-.21	.04	.02	.08	.10	.15	.08	.04	-.18	.40	.13	.12	-.08	.12	.17	-.03	-.23	.44	.05
Understand What Is Read	-.38	.14	.09	.16	.05	.12	.36	.12	.07	.35	.05	.07	.01	.01	.19	-.05	-.08	.56	.25
Recall What is Read	-.29	.30	.23	.27	-.03	.10	.21	.13	.14	.26	-.06	.01	-.07	-.03	.11	-.05	-.03	.43	.28
Reading Skills in Relation to Work	-.25	-.06	.02	.08	.10	.20	.16	-.04	-.11	.27	.13	.10	-.04	.09	.17	-.05	-.12	.34	-.21
Use of Government Services	-.04	-.09	-.10	-.35	-.23	.07	-.21	-.06	.08	-.08	.08	.06	.01	-.12	-.03	.11	-.14	.31	.11

*Coefficients are gammas.

Table 9
continued

Behaviors and Skills Relative to ABE	Highest Grade	Age	Employed	Promoted Since 1974	Job Security	Children in School	P.T.A. Member	Marital Status	Labor Union Member	Race	Voted 1972	Voted 1976	Registered to Vote	Moved Last Five Years	Own Home	Residence	Sex	Intellectual Skills	Recommend for ABE
Involved in Community Activities	-.13	.31	.15	-.02	-.01	.06	.22	.04	.07	.12	.04	.01	-.25	-.09	.14	-.10	-.13	.28	.22
Continue Friendships made	-.15	-.02	.05	.01	.14	.25	.42	.08	-.02	.27	.08	.08	.07	.12	.18	-.10	-.14	.27	.10
Self Confidence	-.18	.28	.43	.09	.33	.03	.16	.15	.04	.06	-.08	-.06	.06	-.06	.03	-.05	-.01	.16	.25
Communicate With People	-.20	.26	.28	.10	.29	-.08	.28	.13	.01	-.15	-.02	-.06	.15	-.09	-.09	-.08	-.02	.14	.29
Job Security	-.20	.37	-.14	.46	1.0	-.19	-.09	.22	-.01	-.01	-.10	-.17	-.13	-.33	-.35	-.03	-.06	.01	.04
P.T.A. Member	-.23	.09	.02	-.17	-.09	-1.0	1.0	.02	-.19	.06	.36	.48	.14	.02	.14	-.24	-.34	.23	.09
Hours Helping Children With Homework	.08	-.23	.18	-.09	-.19	-1.0	-.27	.09	.29	.13	.11	-.04	.18	.19	.18	-.06	.22	-.07	.08
Able to Help Children With Homework	-.05	.10	-.02	-.03	.07	1.0	.16	-.28	.13	-.17	.18	.20	-.17	-.08	-.23	-.01	.24	.04	-.10
Interact Effectively With Teachers	-.13	.15	-.18	-.01	.06	1.0	.34	-.08	-.13	.12	-.07	.09	-.03	-.20	.01	-.17	-.15	.40	.14

*Coefficients are gammas.

Table 10

RATINGS BY PERSONS ELIGIBLE FOR
ABE OF THEIR READING AND
COMPREHENSION SKILLS

Reading Skills			Understand What You Read		
Excellent	Good	Poor	Most	Some	Not Much
12.3% (181)	70.0% (1029)	17.6% (259)	74.7% (1119)	20.2% (303)	5.1% (76)
	N = 1479			N = 1498	

Recall What You Read			Adequacy of Reading Skills For Jobs	
Most	Some	Not Much	Good Enough	Not Good Enough
50.7% (758)	37.3% (557)	12.0% (180)	85.3% (1187)	14.7% (205)
	N = 1495		N = 1392	

Table 11

PERSONAL AND SOCIAL DEVELOPMENT SINCE
1974 BY PERSONS ELIGIBLE FOR ABE

SELF-CONFIDENCE			COMMUNICATE WITH PEOPLE		
Increased	Remained the Same	Decreased	Better	About the Same	Worse
31.3%	61.9%	7.1%	37.1%	59.8%	3.1%
(462)	(909)	(105)	(551)	(888)	(40)
	N = 1476			N = 1485	

CONTINUED FRIENDSHIPS
SINCE 1974

YES	NO
85.1%	14.9%
(1243)	(217)
N = 1460	

Table 12

INVOLVEMENT OF PERSONS ELIGIBLE FOR ABE
IN THEIR CHILDREN'S EDUCATION

INVOLVEMENT	HAVE SCHOOL AGE CHILDREN	PTA MEMBER	HELP MORE WITH HOMEWORK SINCE 1974	DEAL BETTER WITH TEACHERS SINCE 1974
Yes	21.8% (326)	42.0% (137)	46.5% (126)	71.8% (188)
No	78.2% (1168)	58.0% (189)	53.5% (145)	28.2% (74)
N =	1494	326	271	262

FOOTNOTES

1. See Hubert M. Blalock, Social Statistics, New York: McGraw-Hill, 1972 pps. 211-213 for an explanation of this procedure.

$$E = 1.96 \sqrt{\frac{PQ}{N}}$$

2. The resulting sampling areas coincided with important economical/ political boundaries. Each sampling area corresponded to the planning and service regions for economic and community development in the State of Ohio. This equivalency seemed to increase the validity of the areas designated in the sample since they are based in part upon population characteristics. For a discussion of the significance and characteristics of these areas, see Department of Economic and Community Development, State of Ohio Recognition Process and Standard Procedures for Ohio Regional Planning and Development Organization, Circular ORPDO 73-001-SP, November 15, 1973.
3. Computer program was prepared by Steven M. Yarnell, Polimetrics Laboratory, The Ohio State University.
4. See David L. Boggs et al. "A Follow-Up Study of Adult Basic Education in Ohio," Ohio Department of Education, 1978, for a report of the impact data.
5. See David L. Boggs et al. "Adult Basic Education in Ohio: A Program Impact Evaluation," Ohio Department of Education, 1978, for a comparison of former ABE students with non-ABE students.

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